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ABSTRACT

This booklet describes the Linden Title I Program between the years 1971-1974, with a focus on the Criterion Reading Instructional Project (CRIP). The program (in Linden, New Jersey) evolved from a supplemental reading and mathematics program to a structured developmental program of language arts designed to meet the needs of primary grade students. The booklet discusses such topics as the philosophy, administration, and evaluation of the program, and identifies Title I students. (TS)

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Criterion Reading Instructional Project

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Abstract The **Criterion Reading Instructional Project** (CRIP) was developed over a period of ten years when federal funds made compensatory education possible in hundreds of communities throughout the country. During this time frame, the **Linden Title I Program** evolved from a supplemental reading and mathematics program, emphasizing remedial techniques in the upper elementary grades, to a structured developmental program of Language Arts designed to meet the needs of primary grade students.

The continual downward shift of emphasis to lower grade levels lead to our motto "You'll never learn any younger."

In the course of the CRIP account we will emphasize the experience of successive refocussings, a program sequence finding a philosophy, a curriculum, and a responsive clientele — the students eligible to participate in our program.

Ours is a record of cummulative successes, which move toward the idea of early student readiness and preparation for an age of electronic media. We moved toward the creation of an instructional program which is based on the needs of its students, who might not otherwise experience the wonder of words.

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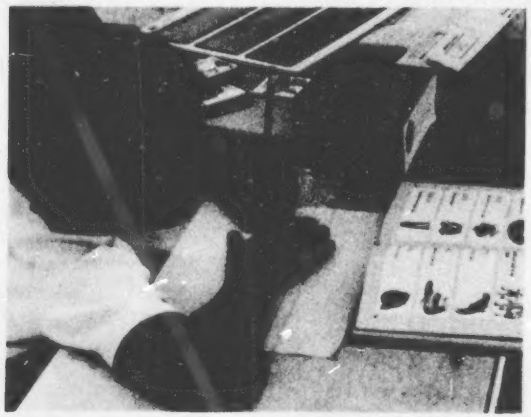
Philosophy This is a report of the Linden Title 1 Program between the years 1971-74. It is the cummulative result of a philosophy which believes that:

- all children have the fundamental right to grow and develop to their full intellectual potential,
- Each child should be allowed to function in learning experiences at his own rate,
- Experiences should be enjoyable and rewarding, while providing a strong foundation upon which his or her future learning experiences can be built.



Research indicates that a child's most important learning experiences, both quantitative and qualitative, occur before the age of seven. Therefore, a program that emphasizes individualized instruction, at the earliest possible school age, was implemented, and the motto employed . . . **"You'll never learn any younger."**

Overview Linden, New Jersey, is a highly developed community of 11.4 square miles, located within twenty miles of New York City. Because of its location near the Port of New York as well as Port Newark and Port Elizabeth, it has developed as a manufacturing center for both heavy and light industry.

The city's population is approximately 41,500. In this number are represented a variety of ethnic groups. Nearly seventeen thousand people are either foreign born or have at least one foreign born parent.

The Linden Board of Education operates one senior high school, two junior high schools and 10 elementary schools. At the elementary school level district-wide student performance on the Stanford Achievement Test in the Reading Area revealed that for grades 2 through 6, approximately 60% of the student population scored below national norms. While the percentage of students scoring one or more years below the national norm was less than one per cent in the second grade it grew to an unacceptable thirty-seven per cent at the fifth grade level.

The Linden School System began receiving federal funds at the inception of the Elementary and Secondary Education Act in 1965. In order to comply with federal guidelines it became necessary for the school administration to determine eligible attendance areas.

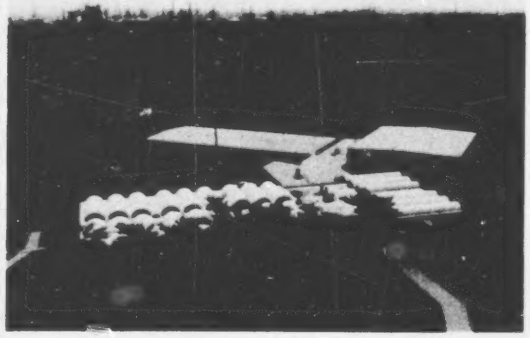
In the project year 1971-2, eligible attendance areas with the greatest concentration of economically disadvantaged students were identified by the 1970 census count. That identification yielded five public and two parochial schools as having more than 14% of low income families.

This method of identifying attendance areas was changed during the second project year (1972-3) in favor of the Aide for Dependent Children (AFDC) count. The count indicated that, on a city-wide basis, 8% of all children were from low income families. Attendance areas which contained more than 8% of children from low income families were certified eligible for Title I funds. Children living in these public school areas, but

attending non-public schools were also eligible to participate in the program. The shift lowered the number of participating schools to five; three public and two parochial.

Thus we hoped to give the disadvantaged child a sufficiently firm and deep background of skills to enable him to advance with steady progress through the reading curriculum. The Title I Program experienced five major grade level and curriculum changes; from one of remedial reading at the upper elementary levels to a Language Arts Program at the primary levels.

The scope and sequence chart details in chronological order these curriculum and grade level changes.



SCOPE AND SEQUENCE CHART
FOR PAROCHIAL AND PUBLIC SCHOOLS

YEAR / GRADE	K	1	2	3	4	5	6
1965-66					Reading & Math		
1966-67					Reading & Math		
1967-68		Reading & Math					
1968-69		Reading & Math					
1969-70		Reading & Math					
1970-71		Reading & Math					
1971-72		Reading					
1972-73		Reading					
1973-74		Reading					
			Public Only		Parochial Only		Public and Parochial

Identifying title 1 students

In 1971-72, all kindergarten and first grade students in the selected public school attendance areas, and those students in non-public schools living in the public school attendance areas were tested by the Title I staff to determine the degree of educational disadvantage. The ABC Inventory was administered to kindergarten students, and all first grade students were given the Harrison-Stroud Readiness Profile. Second and third grade students, enrolled in the Parochial schools, were identified with the California Diagnostic Reading Test. Public school students from second to ninth grades were serviced by the Remedial Reading teachers from the Department of Special Services.

In 1972-73, the testing procedures used to identify kindergarten and first grade students remained the same. The California Reading Test (Upper and Lower Primary) was administered in May 1972 to second and third grade students and used as a needs assessment for Title I.

The following year, kindergarten students were again identified with the ABC Inventory. The Metropolitan Readiness Test, given by the local district in May 1973, was used to identify the first grade students, rather than the Harrison-Stroud Readiness Profile. Second grade students were identified by the Stanford Early Achievement Test administered in May 1973.

Prior to the final selection of students for the ESEA Title I program, classroom teachers' recommendations of individual student needs, strengths, and weaknesses were solicited and evaluated.

Students demonstrating the greatest need were selected for the program based on residence in an identified school's attendance area, test results, and teacher recommendations.

Instructional project Based on individual needs, the children enrolled in the Program met with the Title 1 team three to five times a week in an open classroom stiuation. Each child was assessed in the areas of Sensory-Motor, Visual-Auditory, Visual-Language, Visual-Thinking, Auditory-Memory and Phonology, as published in Random House Criterion Reading Program developed by Marie G. Hackett, Ph.D.

The Random House program was initially used, in part, because it was structured. It was a device to pull materials together, and to provide a constant guide in writing and teaching by performance objectives, and leant stability, continuity, and a sense of certainty to the instructional process. This structure provided the continually changing Title I staff with a constant frame of reference. The Random House Program includes (1) complete documentation of skill development, anticipating those cases in which a student is transferred from one Title I school to another within the district, (2) complete information for the student's regular classroom teacher, and (3) access to information about precise skill deficiencies which could be brought to the attention of the student's parents in conferences. Small-group or individualized instruction was the most commonly used method of teaching.

The test-teach-test method identified individual student needs in a hierarchy of skills. Once skill deficiencies and the level of skill development were identified for each student, the ESEA Title I teachers developed teaching strategies employing available materials and equipment.

EQUIPMENT MATERIALS

Among the wide variety of instructional material and educational equipment in use to supplement the Criterion Reading hierarchy of skills were:

EQUIPMENT

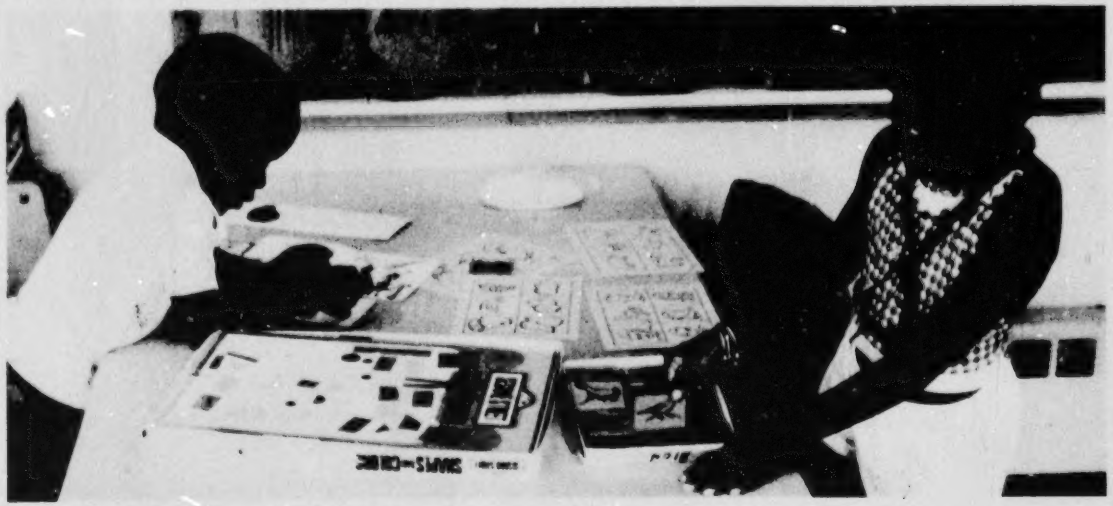
Language Master • Controlled Reader
8mm Technicolor Projector
Primary Typewriter
Cassette and Tape Records
16mm Sound Projector • Singer Studymate II

MATERIALS

Language Development Kits
Individualized Phonics Kits
Educational Games
Developmental Workbooks
Prepared and Teacher-made Tapes and Cassettes
Filmstrips • 8 mm Cartridge Films
Phonograph Records • Flash Cards
Overhead Visuals

The team approach was instituted in the schools where there were two or more teachers. Learning centers were set up within the class to teach or reinforce the skills which the assessment identified. Groups of two to four students were rotated from center to center as they completed assigned activities. Two of Linden's three non-public schools enrolled students who were eligible for the Title I Program by reason of their residing in the identified schools' attendance areas. The same skill development program was carried on in these schools as in the public schools.

The Random House Program remained until the end of December 1972. In January 1973 a revised curriculum was instituted. This became the Linden Criterion Reading Instructional Program (CRIP) and it is under this acronym that the Linden program achieved its recognition.

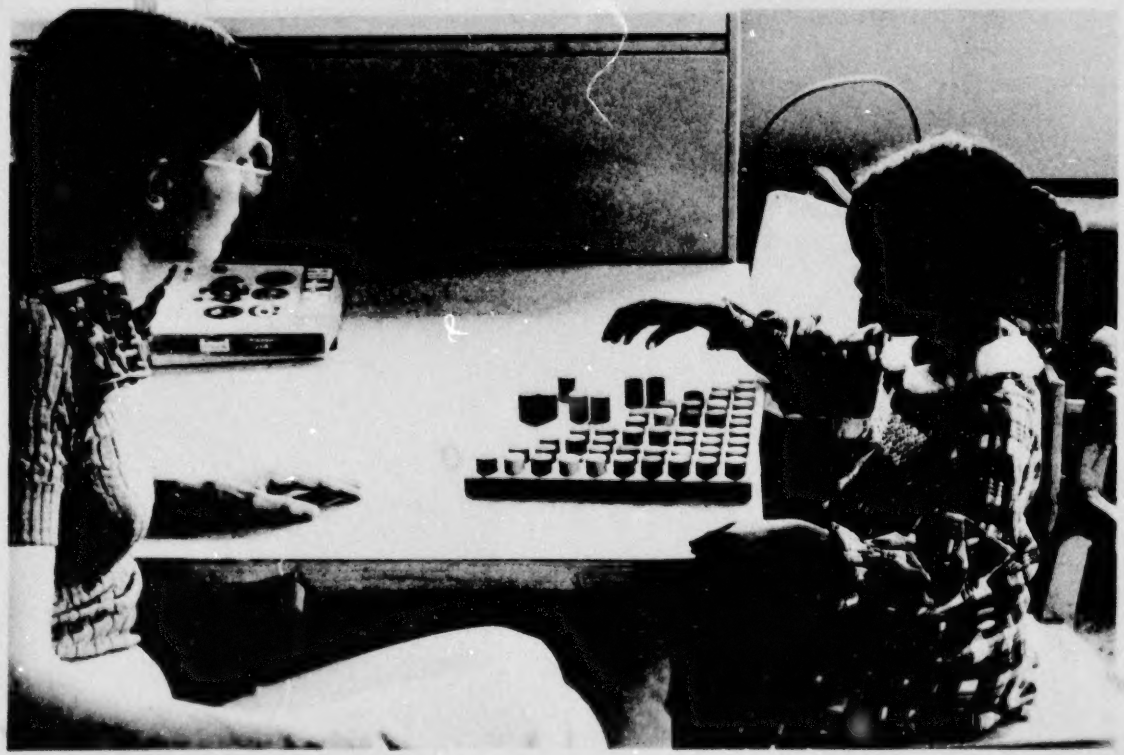


The first two levels of the Random House program was divided into the following major skill areas with unequal emphasis placed on each:

1. Sensory-Motor	minimum emphasis
2. Visual-Motor	moderate emphasis
3. Auditory-Motor	heavy emphasis
4. Phonology	heavy emphasis
5. Verbal Information	moderate emphasis
6. Structural Analysis	minimum emphasis
7. Comprehension	moderate emphasis

The Linden CRIP developed a different schemata with equal emphasis on each generic skill area in the hierarchy as follows:

1. Sensory Motor
2. Visual Motor
3. Visual Auditory
4. Visual Language
5. Language Thinking
6. Language Listening Thinking
7. Auditory Memory
8. Phonology
9. Structural Analysis
10. Comprehension



A brief comparison of the two organizational lists should demonstrate Linden's move toward a total language arts program. The CRIP emphacizes this total language arts program by allowing the children the opportunity for instruction in the visual and auditory skill areas. The Linden staff both added and deleted skills within each generic area.

Once CRIP was developed, a need arose to code instructional materials to the new checklist of skills. A clerk-aide (or inventory clerk) was responsible, along with the teaching staff, for coding the materials. This system gave the teacher access to a listing of available materials for planning each child's individual instructional prescription. A resource center of games, equipment, software and hardware was established.

Teachers maintained a record of each student's progress, a daily log of instructional activities, attendance records, and monthly progress reports. Two Parent conferences were held during the school year to discuss the students' progress. In-service training opportunities were offered to the Title I teachers, including visitations to Title I classrooms within the district, observation of the children's regular classroom, and the

presentation of materials by publishing companies. Workshops were conducted to familiarize Title I teachers with the equipment available to the staff.

The Linden Criterion Reading Instruction Program (CRIP) was continued throughout the 1973-4 school year.

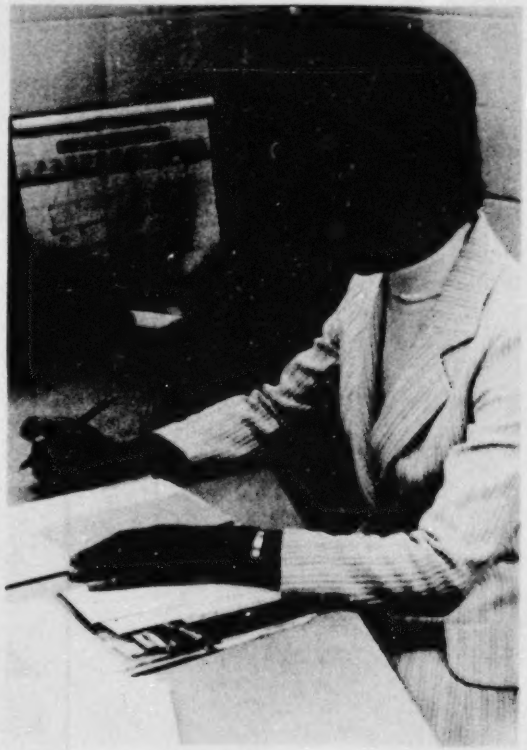
Without providing complete job descriptions, it may be helpful to give a brief explanation of those staff functions not accounted for elsewhere in this document.

During the project years 1971-72 and 1972-73, a Title I nurse administered visual and auditory screening tests, helped to correlate health activities such as dental care, nutrition, and cleanliness with the curriculum, and taught these units as a member of the teaching team.

Aides were first employed by the Title I program in the spring of 1972. They were local community people, with at least a high school diploma who were trained by the teachers to keep records, duplicate materials, inventory hardware and software, and accompany students to and from the Title 1 classroom. They continued to function in these capacities throughout the 1973-74 project year.

A full time clerk in the central Title I office provided secretarial and clerical services related to the operation of the program.

In the second year of the program (1972-73) it became the responsibility of a clerk-aide to code and inventory all hardware and software used throughout all Title I schools.



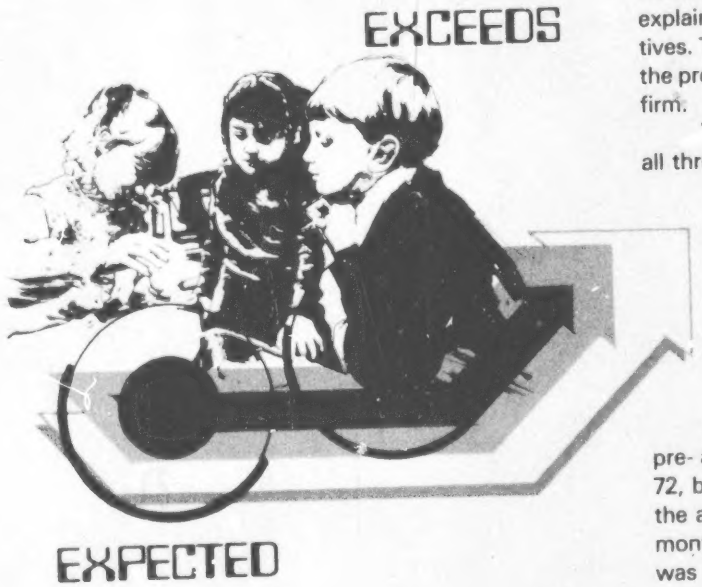
Administration A full time coordinator assumed the responsibility of preparing the Title 1 application for submission to the N.J. State Department of Education. A budget of $155,000 was allocated to the project for 1971-2; $128,000 for the year 72-73; and $152,000 for the year 73-74. The bulk of the expenditures, approximately 55% of the allocations, were used for staff salaries.

Other responsibilities assumed by the coordinator centered around curriculum revisions, monitoring Title I classrooms, coordinating in-service training, managing the ordering and distribution of materials and supplies, arranging for all cultural enrichment activities, and preparing annual reports.

Parent involvement Parent involvement is mandated by Title 1 legislation, and began with a letter notifying parents of their children's participation in the Title 1 program. The Linden project set up two structures to facilitate further involvement: a parent contact-and-conference system involving both Title 1 teachers and Title 1 nurse and the Parent Council.

Title I teaching staff found regular contact with parents valuable particularly in those cases which provided an insight into a family situation which might be influencing the child's learning progress, and/or which might provide hints as how best best to approach and motivate the child.

Each ESEA Title I school has a Parent Council composed of parents of children either participating or eligible to participate in the program. These local school councils met four times a year for the purpose of making recommendations to the city-wide Executive Parent Council composed of local council representatives. The Executive Council met on a monthly basis with members of the community and school personnel who act in an advisory capacity.



Evaluation Performance objectives were written by the Title 1 staff at the beginning of each school year. In-service workshops were conducted for both staff members and parents, to explain procedures for writing Performance Objectives. The statistics used in the following report of the program results were compiled by a consulting firm.

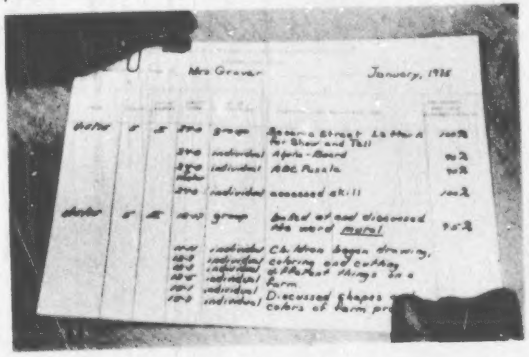
The kindergarten performance objective for all three project years read as follows:

> After seven months of participation in the ESEA Title I program, kindergarten students will demonstrate an average gain of seven months in reading readiness as measured by the ABC Inventory.

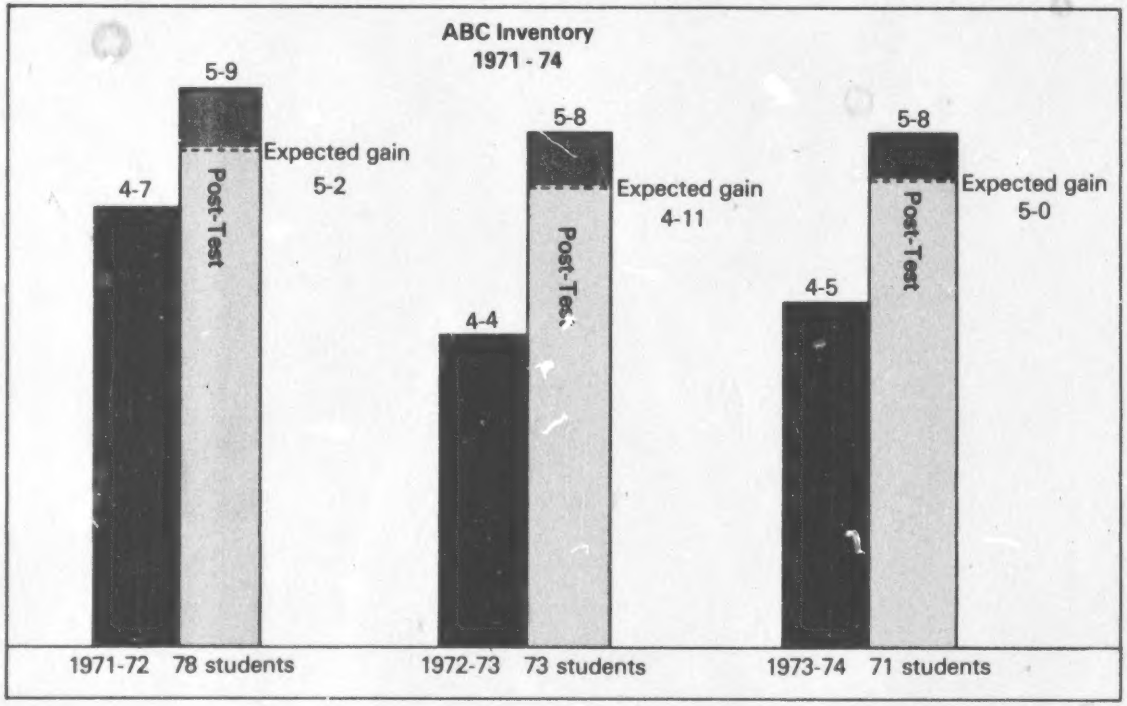
The ABC Inventory was administered on a pre- and post-test basis. In the project year 1971-72, based on a total of 78 students, in 7 schools, the average pre-test readiness age was 4 years 7 months and the average post test readiness age was 5 years 9 months. The average gain of 14 months exceeded the expected gain of 7 months, therefore the performance objective was attained.

In the project year 1972-73, based on a total of 73 students in 5 schools, the average pre-test readiness age was 4 years 4 months while the average post-test readiness age was 5 years 8 months. The average gain of 16 months exceeded the expected gain of 7 months, therefore the performance objective was attained.

In the project year 1973-74, based on a total of 71 students in 5 schools, the average pre-test readiness age was 4 years 5 months and the average post-test readiness age was 5 years 8 months. The average gain of 15 months exceeded the expected gain of 7 months, therefore the performance objective was attained.



A comparison of pre- and post-data for the three project years is shown below:



The first grade performance objectives for the project years 1971-72 and 1972-73 read as follows:

The Harrison-Stroud Reading Readiness Profile was administered to 103 first grade students in September 1971 and May 1972. Data indicates that 92% of these students demonstrated the cognitive skills required to gain one or more levels of reading readiness. This percentage exceeds the expected 80% as written in the performance objective. Therefore this objective was attained.

TEST, TEACH, TEST METHOD

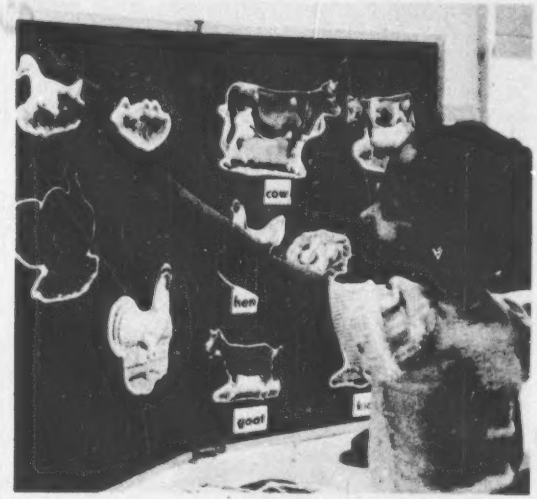
The Harrison-Stroud Reading Readiness Profile was administered to 139 first grade students in September 1972 and May 1973. Data indicates that 88% of these students demonstrated the cognitive skills required to gain one or more levels of reading readiness. Thus the performance objective was attained, and exceeded by 8%.

The testing instrument for the project year 1973-74 was changed to the Stanford Early Achievement Test. The change was made to correlate Title 1 pre-test data with post-test data obtained in May 1974 using the Stanford Early Achievement test, administered throughout the school district. Thus, the Title I student was removed from an additional testing situation.

The performance objective stated:

> By the end of the 1973-74 school year, ESEA Title I first grade Students participating in the CRIP will demonstrate cognitive skills in reading by scoring, on the average, at or above the 50th percentile as measured by the Knowledge of Letters and Aural Comprehension subtests of the Stanford Early Achievement.

Data indicates, 93% of the students tested scored at or above the 50th percentile on the subtest Knowledge of Letters. In this area, the performance objective was attained. On the subtest Arual Comprehension 49% of the students tested scored below the 50th percentile, indicating that this part of the performance objective was not attained by 1%.



The second grade performance objective for project year 1971-72 read as follows:

> After seven months of participation in the ESEA Title I program, second grade students will demonstrate an average gain of seven months grade equivalency in the subtests of Knowledge of Word Recognition, Knowledge of Word Form, Knowledge Meaning of Opposite, Knowledge of Picture Association, Knowledge of Reading Vocabulary, Reading Comprehension, as measured by the California Reading Test (Lower Primary).

The pre- and post- data presented in the chart below, is based on a total of 18 students.

The performance objective in each subtest area was attained.

The performance objective for the following project year (1972-3) read:

> After seven months of participation in the ESEA Title I program, second grade students will demonstrate an average gain of seven months grade equivalency in Knowledge of Reading Vocabulary as measured by the reading vocabulary items of the California Reading Test (Lower Primary).

THE TEAM APPROACH

Data, based on a total of 21 students, indicates a pre-test mean of 1.9; a post-test mean of 3.0 indicating a growth of 11 months. Therefore this performance objective was attained.

A second performance objective stated:

> After seven months of participation in the ESEA Title I program, second grade students will demonstrate an average gain of seven months grade equivalency on Reading Comprehension as measured by the reading comprehension items of the California Reading Test (Lower Primary). Based on a total of 21 students, pre-test data determined a mean of 1.6; post-test data determined a mean of 3.0, indicating a gain of 14 months.

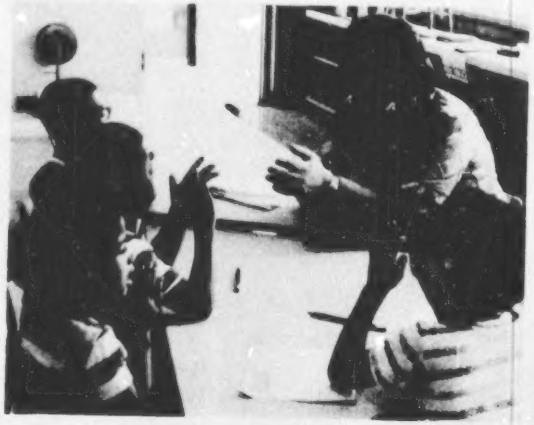
This performance objective was attained.

At the inception of the final project year the second grade performance objective stated:

> By the end of the 1973-74 school year, ESEA Title I students (second grade) participating in the CRIP [illegible] demonstrate cognitive skills in reading by attaining, on the average, a

grade equivalent gain of seven months or greater between pre- and post-test administrations as measured by the Paragraph Meaning subtest of the Stanford Achievement Test.

Evaluation data, based on a total of 52 students showed, the pre-test mean measured 1.5, the post-test mean measured 2.0, showing an average gain of 5 months. Therefore the expected goal of 7 months gain was not achieved.



Third Grade Performance objective for the 1971-72 project year:

> After seven months of participation in the ESEA Title I Program, third grade students will demonstrate an average gain of seven months grade equivalency in each of the subtests of Work Recognition, Meaning of Opposites, Comprehension of Directions, Comprehension of Reference Skills, Comprehension (interpretation) of material, Reading Vocabulary, and Reading Comprehension as measured by the sub-test items of the California Reading Test (Upper Primary).

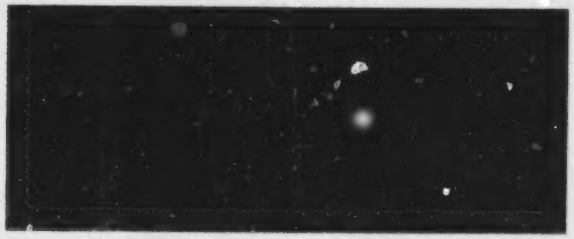
The pre- and post-data administered to seven students is presented in the chart below:

The performance objective was attained in five sub-test areas, but not attained in the sub-test areas of Word Recognition and Following Directions as indicated on the above chart.

> After seven months of participation in the ESEA Title I Program, third grade students will demonstrate an average gain of seven months grade

equivalency in the sub-tests of Reading Vocabulary and Reading Comprehension as measured by the California Reading Test (Upper Primary).

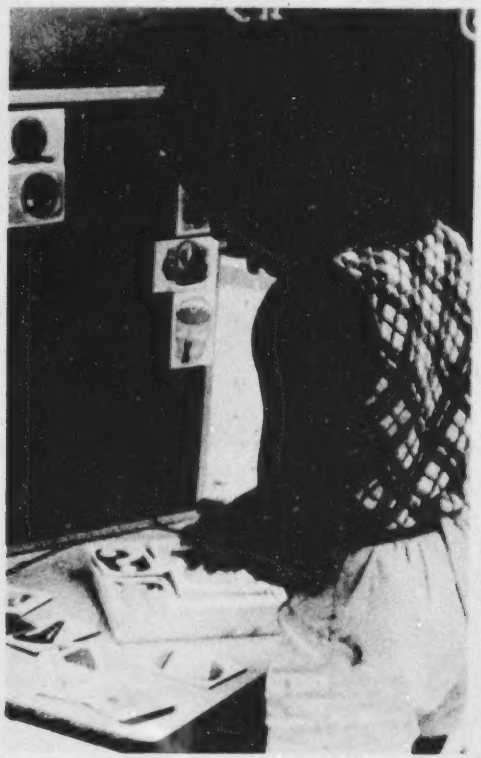
The pre- and post-test data obtained is reflected in the chart below:



As indicated above the mean gain for all 6 (six) students exceeded the proficiency level therefore the objective was attained.

By the end of the 1973-74 school year ESEA Title I third grade students will demonstrate cognitive skills in reading by attaining, on the average, a grade equivalent gain of seven months or greater between pre- and post-test administrations as measured by the Paragraph Meaning subtest of the Stanford Achievement Test.

The pre-post data administered to 12 students indicated that a mean gain of 13 months was achieved therefore the objective was attained.

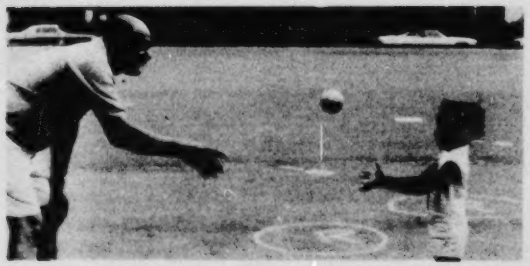


Summer program An extremely valuable and effective component of the Linden project, the Summer Program, was essentially a reinforcing repetitive experience for the same children who participated in the academic year programs. The deep structures of the curriculum remained, but were approached differently. The staff was altered to add instructors in music, physical education and art. These teachers correlated the specific skill development with the curriculum of the regular summer classroom teachers. The music teacher approached reading skills through the use of musical phonics, the physical education teacher reinforced readiness skills in the motor area (e.g., balancing), and the art teacher concentrated instruction in both the sensory motor and visual motor areas. All three teachers had access to Title 1 skill-coded materials and equipment.

The academic year Title I staff formulated individualized prescriptions for the summer curriculum based on a child's work during the school year. These prescriptions were passed to the regular summer classroom teachers, and identified, at the most, five skills in each of four skill areas which the summer instruction should

emphasize. The summer teachers were then monitored by a Title I summer program supervisor in terms of the degree to which they provided individualized instruction following the prescriptions.

One of the more significant benefits of the summer program is that it provided the child with a sense of the continuity of the learning year, with the intuitive realization that learning does not stop on a particular date, nor commence with a particular season. The Linden Title I staff would propose as a working hypothesis that a summer experience has a positive impact on the affective growth of the individual student, particularly in the matter of his/her attitude toward school, an attitude which is largely transferrable toward reading.



Summary In summary the Linden ESEA Title 1 staff endorses the following conclusions and recommendations:

- A local district should develop a total Language Arts curriculum to meet the specific needs of its students. As an alternative, the local district may adopt and/or revise an existing Language Arts program to meet its individual student's needs.

- The curriculum developed or adopted should be based on a hierarchy of skills and taught by the test-teach-test method.

- Small group or individual instruction should take place on a daily basis with sessions averaging between thirty and forty-five minutes.

- Teachers should show flexibility in adapting to the needs of students. Students should be approached in a positive manner, using praise whenever possible, therefore providing the student every opportunity for success.

- A variety of instructional materials should be used in order to teach to a child's strongest learning modality (auditory, visual, kinesthetic).

- A criterion referenced test should be developed for use as pre- and post-test evaluation data. It was found that standardized tests were not measuring the items taught in the skill oriented curriculum.

And finally, it is strongly recommended THAT — the total Language Arts program of listening, speaking, reading, writing and spelling, be presented to children at the earliest age possible because: